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## ABSTRACT

Knowledge objectives, skill and process objectives, and affective objectives are given for teaching K-12 social studies. Knowledge objectives are provided that help students to function rationally and humanely through a reservoir of data, ideas, concepts, generalizations, and theories in combination with thinking, valuing, and social participation. The skill and process objectives include intellectual skills, data processing, and human-relations competencies and provide students the means to achieve the knowledge objectives. Affective objectives refer to free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students, which can be practiced in the school and in social studies classrooms. This guide is arranged in three parts: elementary (grades K-6), junior high (7-9), and senior high (10-12). Sections of the guide are presented as charts with concepts for each grade level listed across from the objectives. A teacher can select an objective and then find the appropriate concept to teach in his grade level for achieving that objective. Although developed by the Minneapolis Public Schools, this guide is applicable to all teachers of K-12 social studies. (Author/ND)

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# SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES K-12

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MINNEAPOLIS PUBLIC SCHOOLS  
MINNEAPOLIS, MINNESOTA

An Equal Opportunity Employer

- Fall, 1975 -

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\*Adapted from the Social Studies Curriculum Guidelines of the National Council  
for the Social Studies 1971

\*Adapted from the Minnesota State Social Studies Assessment Task Force, 1974.

# Goals of The Minneapolis Public Schools

Education is a continuing process in which the responsibility is shared by students, parents and guardians, schools, and society. This statement of goals of the educational program is designed to provide direction for educational planning and the development of specific goals.

The goals, while interrelated and describing a total educational program, are listed in three categories to illustrate major relationships between the student and the program. The goals are not listed in order of importance, since this will vary with the needs of individual students.

## RELATION TO THE WORLD OF KNOWLEDGE

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to .....

Develop a desire for learning.

Develop competencies in reading, other communication skills, computational skills, and study skills.

Develop and apply generalizations that emerge from the study of single and/or interrelated disciplines.

Develop an inquiry or problem solving approach to learning.

Become aware of educational and career opportunities; develop habits, attitudes, and skills that contribute to occupational satisfaction.

## RELATION TO THE WORLD OF SELF

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to .....

Develop positive feelings about self and the relationship to family and others.

Develop special talents and creative abilities.

Develop habits, attitudes and understandings necessary to maintain good physical and mental health.

Develop an appreciation of the aesthetic aspects of life.

Develop skills in making value judgments and in using these judgments in decision making.

## RELATION TO SOCIETY

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student shall be provided with opportunities to .....

Develop the ability to live and work cooperatively with others of varying life styles, socio-economic backgrounds, ethnic/racial compositions, religious persuasions, and talents.

Acquire the understandings necessary to contribute to a better environment.

Develop the skills, knowledges, and attitudes necessary to assume a responsible role in our democratic society.

Understand the critical and evolving need for international cooperation.

# Rationale

## A BASIC RATIONALE FOR SOCIAL STUDIES EDUCATION

Social Studies education has a two-fold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and the guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long included ideas such as due process of law, social and economic justice, democratic decision-making, free speech, religious freedom, self-respect and group identity.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes. Rationality denotes a critical and questioning approach to knowledge, but also implies a need for discovering, proposing, and creating.

But without action, neither knowledge nor rational processes are of much consequence. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

## ***Knowledge Objectives K-12***

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are basic objectives of social studies instruction. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

## ***Skill and Process Objectives K-12***

Skills and processes provide the means of achieving objectives, and those who are able and skillful reach their objectives efficiently. Included in the skill and processes concept are intellectual skills, data processing, and human relations competencies.

Skills and processes are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are systematically planned for by curriculum workers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing and social participation.

## ***Affective Objectives K-12***

Social studies education neither can nor should evade questions of value. Social studies education should avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of basic cultural values.

The school can help the students recognize that among people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can provide opportunities for free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. )

# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

K

1

- I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and date.

A. Acquires knowledge about social organizations.

1. Identifies some groups that human beings form (e.g., family, peer, community, national and international) and indicates some reasons why these groups form.

2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).

FAMILY GROUP

FAMILY VARIATIONS

PEER GROUP

CULTURE GROUP

GROUP NEIGHBORHOOD VALUES

WORK GROUPS IN VARIOUS SOCIETIES

CAREERS VALUES



2	3	4	5	6
		FAMILY	SOCIALIZATION	SOCIAL INTER-ACTION
COMMUNITY GROUPS		NATIONS		MODERN CULTURES
SOCIAL INTER-ACTION			HISTORICAL EVIDENCE	NON-MODERN CULTURES
	GOVERNMENT CITY	RELIGION STATE		PEER GROUPS
		CULTURE GROUP	RELIGION	TRADITIONS
		CULTURE SIMILARITIES	HISTORICAL EVIDENCE	
		FAMILY		
		HERITAGE NATIONS		MATERIAL CULTURE

# KNOWLEDGE OBJECTIVES

## K-6

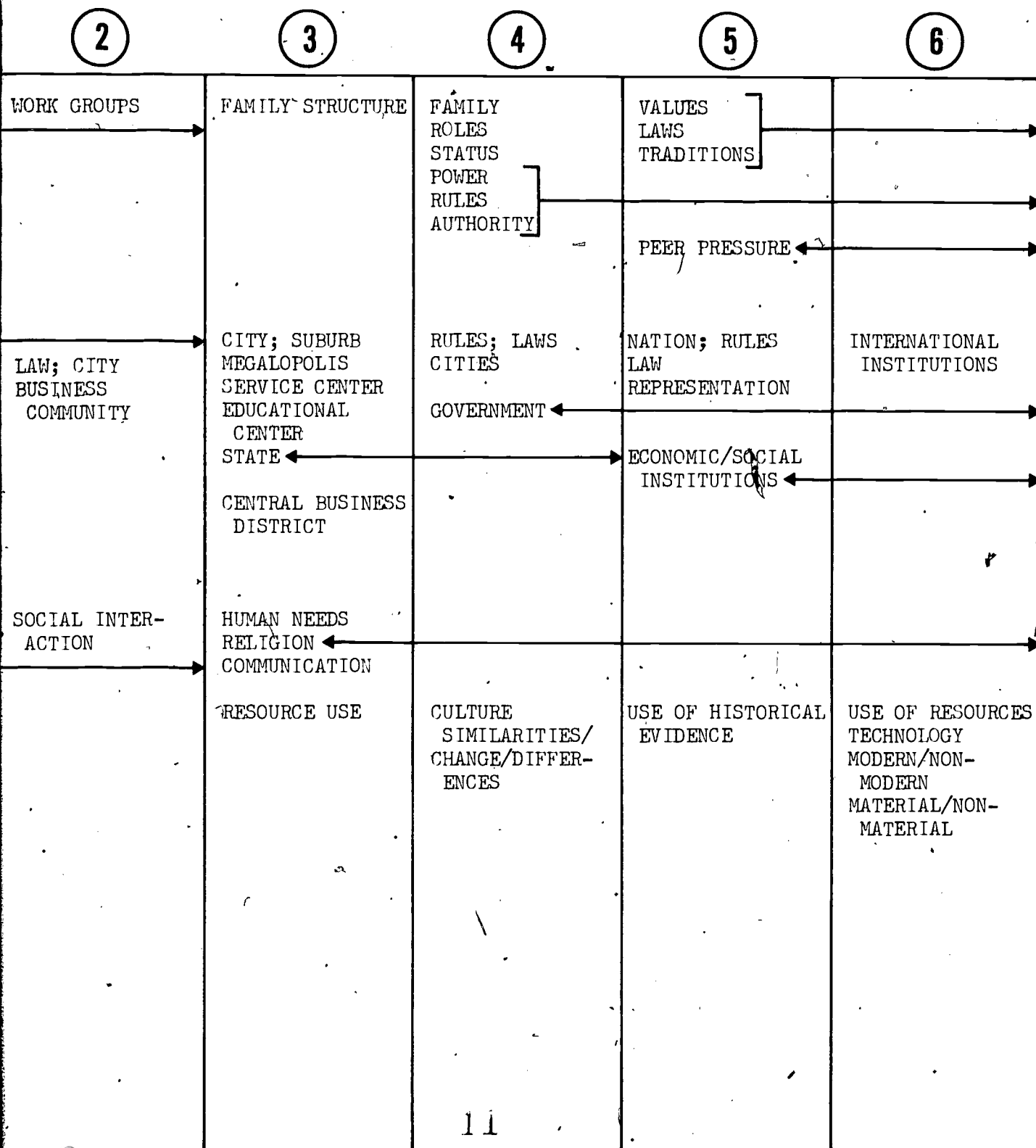
## CONCEPTS

continued

K

1

<p>3. Describes some of the functions of family and peer groups in our society.</p>	<p>FAMILY GROUP</p>	<p>FAMILY LIFE COMMUNITY ←</p>
<p>4. Gives examples of some basic institutions in the community (e.g., educational-schools, legal-law enforcement agencies, financial-banks, health care-hospitals, business-stores and factories) and describes some of the functions of the institutions.</p>	<p>SCHOOL GROUP RULES ←</p>	
<p>5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes these "cultural universals" in different forms in different cultures.</p>	<p>NEEDS/WANTS FOOD; SHELTER PROTECTION EDUCATION; SELF FAMILY; GROUP ]</p>	
<p>B. Acquires knowledge about the relationships between human beings and social environments, understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.</p>		
	<p>10</p>	



# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

1. Identifies some influences family and peer groups have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions such as education).

SELF; FAMILY  
GROUP; SCHOOL  
RULES; VALUES

PEER INTERACTION  
LANGUAGE ←

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

LEADER  
CHANGE

TOOLS

GROUP

3. Identifies ideas and inventions that have changed the ways people live (including one's own life) and describes these changes.

TIME ←

CHANGE ←

4. Describes some ways, ideas, customs, and inventions that have been transmitted and spread from one people to another.

LANGUAGE ←

INTERACTION

12

2	3	4	5	6
			SOCIALIZATION PEER RELATION- SHIPS	MODERN/NON- MODERN CULTURES
	CHANGE, ROLES STATUS			VALUES
	TECHNOLOGY AUTOMOBILE		USE OF HISTORICAL EVIDENCE	TOOLS AND TECHNOLOGY
	ECONOMIC, SOCIAL, POLITICAL CHANGE		USE OF HISTORICAL EVIDENCE VALUES	TOOLS AND TECH- NOLOGY MATERIAL CULTURE INTERDEPENDENCE
TRADE		CULTURE CHANGE		
COMMUNICATION		IMMIGRATION/ MIGRATION	USE OF HISTORICAL EVIDENCE	INTERDEPENDENCE CULTURE CONTACT
	MOBILITY	CULTURE CONTACT	INDUSTRIALIZATION	TECHNOLOGY

# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies the major features of the physical environment.

2. Describes some ways human beings have adapted to or modified their physical environment and identifies some reasons for these changes.

3. Identifies some positive and negative influences of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

SEASONS ←

TIME  
MAPS/GLOBES ←

CLIMATE ←

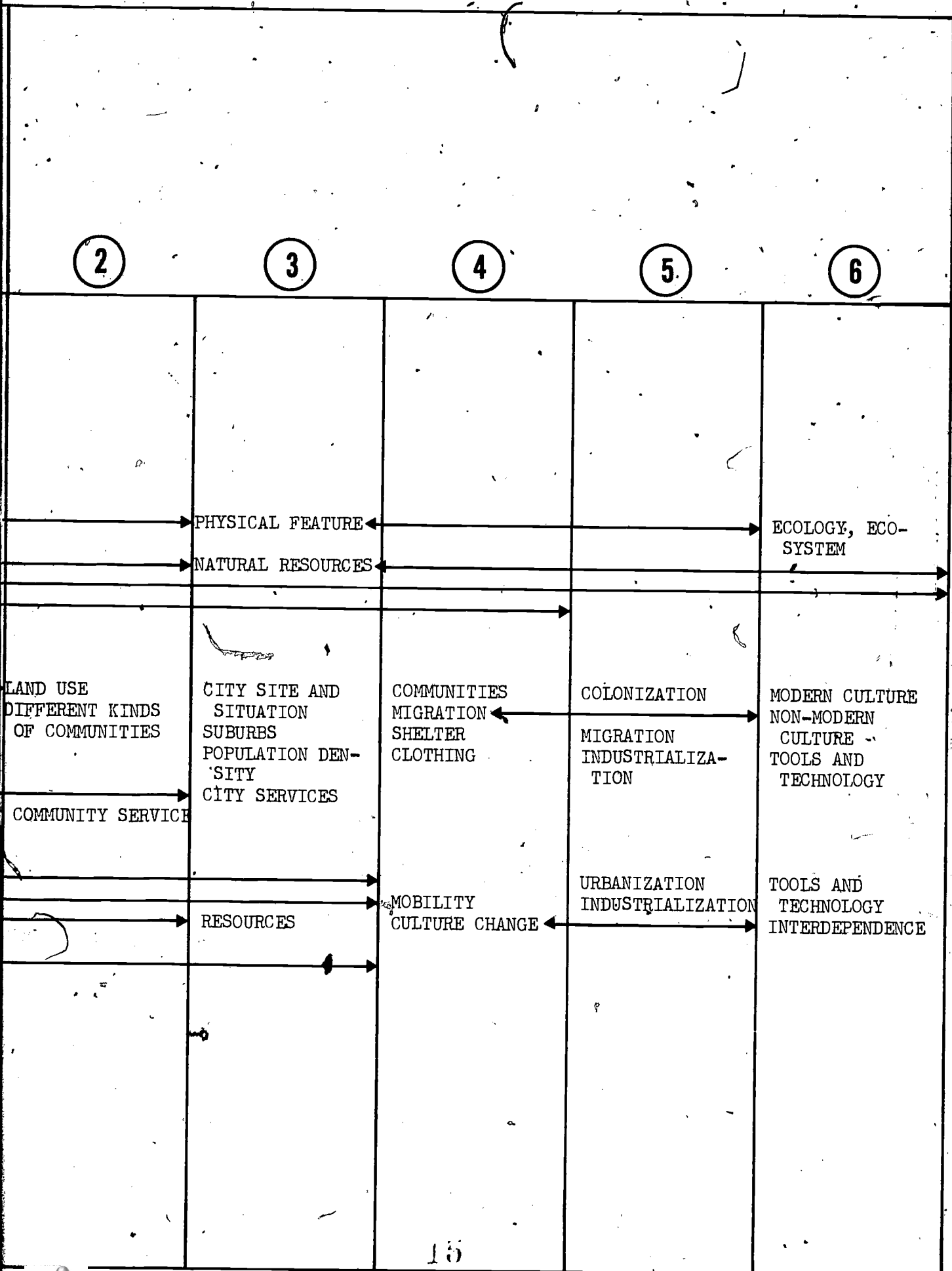
EARTH ←

CHANGE; TIME  
SELF ←

SHELTER, CLOTHING ←

CHANGE  
TIME  
LANGUAGE  
CONSERVATION  
POLLUTION ←

SPECIALIZATION  
TOOLS ←



# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these decisions; describes how these decisions have affected individual behavior.

SELF; GROUP  
CHANGE; RULES  
PEER/FAMILY  
DECISIONS

2. Identifies decisions made about the production and distribution of goods in a community and suggests some reasons for these decisions.

WANTS/NEEDS  
WORK

3. Identifies some decisions made about services in the community (e.g., protection, health care, transportation) and identifies some reasons for these decisions.

NEEDS/WANTS  
CHANGE  
WORK



	2	3	4	5	6
SCHOOL DECISIONS			INDIVIDUAL ROLES (OTHER CULTURES)	ROLES; STATUS AUTHORITY	PRODUCTION COSTS
PRODUCERS/ CONSUMERS GOODS & SERVICES FACTORS OF PRODUCTION		FACTORS OF PRO- DUCTION URBAN SERVICES	TRADE	MARKET SYSTEM INDUSTRIALIZATION	SUPPLY/DEMAND TOOLS-TECHNOLOGY
COMMUNITY SERVICES SOCIALIZATION		URBAN SERVICES SOCIAL RESPON- SIBILITY	STATE SERVICES	FEDERAL SERVICES	POVERTY POPULATION INTERDEPENDENCE

# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

4. Identifies some influences on consumer decisions (e.g., geographic location, life style, advertising, level of income and peer pressure).

SELF; PEER GROUP  
FAMILY; CHANGE  
MEDIA

5. Demonstrates knowledge of the reasons for rules and laws within a society.

GROUPS  
SAFETY

FAIRNESS  
ORDER  
HARMONY

6. Describes some of the reasons why people form governments.

SOCIAL INTEREST  
SAFETY

7. Identifies the structure and function of government within their school and community.

RULES; SCHOOL

LEADERSHIP

8. Identifies ways in which individuals or groups can support or affect changes in decisions that have been made.

PARTICIPATION

2

3

4

5

6

NEEDS/WANTS

ECONOMIC STATUS

SOCIAL ORDER  
JUSTICE  
RULES; LAWS  
AUTHORITY/POWER

REVOLUTION

PARTICIPATION  
INTERDEPENDENCE

REPRESENTATION

SERVICES

GOVERNING  
PROCESS/  
FUNCTIONS

INDEPENDENCE

PROTEST

REVOLUTION

# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict that can occur within and between families and peer groups and identifies some of the reasons for such conflict.

COMMUNICATION  
CHANGE  
SELF  
VALUES  
RULES

2. Describes some ways people react to conflict in family and peer groups.

CHANGE ←

3. Explains how conflict may effect relationships between individuals and between groups of people.

CHANGE ←

4. Suggests constructive ways of handling conflict situations in family and peer groups.

CHANGE  
COMPROMISE  
COMMUNICATION

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

2	3	4	5	6
	ROLES	ROLES CULTURAL DIFF- FERENCES STATUS		7
	MOBILITY	MOBILITY ISOLATION/ INTERDEPENDENCE RESISTANCE	REVOLUTION WAR	
		INTEGRATION		

# KNOWLEDGE OBJECTIVES

## K-6

## CONCEPTS

continued

K

1

1. Identifies objects, feelings and ideas important to people in different places and at different times.

2. Describes ways people express their feelings and preferences for objects and ideas.

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Describes ways beliefs and values are transmitted in own family and peer groups.

2. Describes ways beliefs and values are transmitted between people in another culture

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of ways a family or peer group's beliefs and values influence one's relationship with other people.

VALUES  
TRADITIONS

LIFE STYLES  
ECONOMIC CHOICES  
SPECIAL CELEBRATIONS

EDUCATION  
SELF  
FAMILY  
GROUP  
COMMUNICATION

COMMUNICATION

SEX ROLES/ATTITUDES  
RACIAL ATTITUDES  
GROUP MEMBERSHIP/  
PREFERENCE

2	3	4	5	6
	RELIGION	RELIGION CULTURAL DIFFER- ENCES/SIMILARI- TIES CULTURE CHANGE/ TRADITIONS		
	FORM OF GOVERN- MENT			
	PUBLIC FIGURES PERSONAL/INFLU- ENCE			
	MOBILITY			
	SOCIAL/ECONO- MIC CONTACT	CULTURE CONTACT	INTEGRATION IMMIGRATION	

# SKILL AND PROCESS OBJECTIVES

K-6

K

1

2

3

4

5

6

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information (e.g., authorities or Resource people, books on subject, encyclopedias, maps, globes, pictures, television, radio, personal experiences, fiction, artistic representations).

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.

2. Develops questions appropriate for obtaining information from sources.

3. Records observations and information obtained from sources.



# SKILL AND PROCESS OBJECTIVES

K-6

continued

K

1 2 3 4 5 6

E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Identifies central elements in information.
2. Classifies information.
3. Distinguishes statements of fact from statements of opinion.
4. Recognizes simple logical errors.
5. Differentiates between points of view.
6. Recognizes inadequacies or omissions in information.
7. Makes inferences.

F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validates outcome of investigation.

1. Tests solutions to problem or issue when possible.
2. Modifies solutions in light of new factors or considerations.

H. Appraises judgments and values that are involved in the choice of a course of action.

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# SKILL AND PROCESS OBJECTIVES

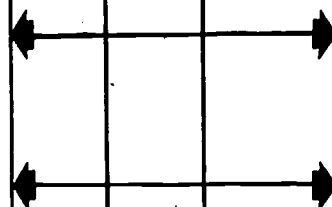
K-6

continued

K

1 2 3 4 5 6

1. Identifies criteria for judging the projected or actual outcomes of a course of action
2. Applies established criteria to projected or actual consequences of a proposed course of action.



## AFFECTIVE OBJECTIVES

**K-6**

## K

**i**

2

3

4

5

6

Has a positive self-concept, examines own beliefs and values, recognizes the relationship between own value structure and own behavior and<sup>b</sup> develops human relations skills that enable one to act in the interest of self and others.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics.
2. Identifies the characteristics of the groups, institutions or associations with which one identifies.
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspiration) the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.
2. Identifies some of the goals of the groups, institutions or associations with which one identifies.

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

# AFFECTIVE OBJECTIVES

K-6

continued

K

1 2 3 4 5 6

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.

D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes own feelings and preferences about people, beliefs and ways of life.
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Demonstrates a growing awareness of responsibility for his own behavior.
4. Demonstrates awareness of one's own acts and how these affect others.
5. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of this response to self and others.
6. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer group.

# AFFECTIVE OBJECTIVES

K-6

continued

K

1 2 3 4 5 6

7. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

E. Develops the human relations skills necessary to communicate and interact with others.

1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.

2. Respects the rights of others to behave in humanistic ways congruent with their value systems.

3. Encourage others to express their feelings and opinions.

4. Demonstrates understanding of others' viewpoints and feelings.

5. Asks for clarifications and elaboration of ideas of others.

6. Provides emotional and intellectual support for others.

F. States that every individual values personal and social growth and expresses awareness of ways the physical, intellectual and social conditions of human beings can be improved.

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# AFFECTIVE OBJECTIVES

K-6

continued

K

1

2

3

4

5

6

1. Expresses an interest in the physical, intellectual and social conditions of human beings.

2. Suggests ways one can personally and practically help in improving the conditions of other beings.

G. Expresses a commitment to the importance of the rights of individuals and groups and to the importance of access to the opportunity to maximize personal and social development.

1. Demonstrates respect for the rights of other people and indicates why such respect is important.

2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning and achieving the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

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# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

7

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

POLITICAL GROUPS  
CULTURE REGIONS  
CULTURAL BOUNDARIES

CUSTOMS                      UNIFORMITY  
TRADITIONS                  ETHNICITY  
TRAITS

TRADITIONS  
CUSTOMS  
TIME/DISTANCE  
DIFFUSION

FAMILY  
RELIGION  
GOVERNMENT

RELIGION  
SOCIAL ORGANIZATION  
FAMILIES  
POLITICAL ORGANIZATIONS

# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

continued

7

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

URBAN/RURAL CORE ZONES  
REGION  
TRANSITIONAL ZONE

- B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.
4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.
5. Describes some factors that might promote or inhibit change.
6. Describes some effects of population density and growth on the way people live.

CUSTOMS  
CULTURE  
TRAITS  
DIFFUSION

TRADITION  
SOCIALIZATION  
INTERDEPENDENCE  
ETHNICITY

CHRONOLOGY  
CULTURAL CHANGE/

INDUSTRIALIZATION  
URBANIZATION  
DEVELOPED/UNDER-DEVELOPED  
TRADITION  
MODERNIZATION  
INTERDEPENDENCE

DIFFUSION  
COMMUNICATION/TRANSPORTATION

CULTURAL BARRIERS; PHYSICAL BARRIERS; TIME/  
DISTANCE; UNDER-DEVELOPED: SPATIAL LOCATION

URBANIZATION; SOCIO-ECONOMIC SYSTEMS; TERRITORY



# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

7

continued

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

MODERNIZATION/URBANIZATION  
AGRICULTURE/COMMERCIAL  
SUBSISTENCE FARMING

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

CULTURE TRAITS  
CUSTOMS  
DIFFUSION  
INTERDEPENDENCE

- C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

1. Identifies the major features of the physical environment.

PHYSICAL BARRIERS; NATURAL SETTING; SPATIAL  
LOCATION; NATURAL RESOURCES; CLIMATE; REGIONS

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

URBANIZATION  
DEVELOPED/UNDER-DEVELOPED REGIONS  
INDUSTRIALIZATION

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

URBANIZATION  
INDUSTRIALIZATION  
STANDARD OF LIVING  
POPULATION

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

ECONOMIC SYSTEM  
MARKET SYSTEM  
DEVELOPED/UNDERDEVELOPED NATIONS

- D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these

SOCIALIZATION

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# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

continued

7

decisions; describes how these decisions have affected individual behavior.

2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.

*ECONOMIC SYSTEM  
STANDARD OF LIVING  
MARKET SYSTEM*

3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state and national situations and suggests some reasons for these decisions.

*URBANIZATION/INDUSTRIALIZATION  
TRANSPORTATION  
LAWS/AUTHORITY  
STANDARD OF LIVING*

4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.

5. Demonstrates knowledge of the reasons for rules and laws within a society.

*LAWS/AUTHORITY  
EVIDENCE  
RIGHTS/RESPONSIBILITIES*

6. Describes some of the reasons why people form governments.

7. Identifies the structure and function of government within their school and community.

8. Explains the formal and informal relationships among the branches of the federal government.

9. Identifies the relationships among local, state and national governments in terms of decision-making.

# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

continued

7

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.

12. Identifies and explains factors affecting political decision-making by elected officials,

13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.

14. Identifies and explains some of the political and economic interactions among nations.

EDUCATION

EDUCATION  
COMMUNICATION/TRANSPORTATION  
ENVIRONMENT  
PHYSICAL FEATURES  
NATURAL/HUMAN RESOURCES  
ECONOMIC SYSTEM

TRADE  
DIFFUSION  
COMMUNICATION  
TRANSPORTATION

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

2. Describes ways people react to conflict in family, peer, school, community and national situations.

CUSTOMS  
TRAITS  
TRADITIONS  
CHANGE  
SPACE

CHANGE  
DIFFUSION  
CULTURAL ISOLATION  
INTERDEPENDENCE

# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

continued

7

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.

4. Explains how conflict may affect relationships between individuals and between groups of people.

5. Suggests constructive ways of handling conflict situations.

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.

2. Describes ways people express their feelings and preferences for objects and ideas.

3. Infers beliefs, values, and lifestyles from information about the times and places in which people live.

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.

CHANGE

CULTURAL ISOLATION

DIFFUSION

INTERDEPENDENCE

CUSTOMS

TRADITIONS

CULTURE TRAITS

BELIEFS

CHANGE

TIME

CULTURAL EXPRESSIONS

(Art, Music, Literature)

CULTURE BARRIERS

DIFFUSION

RELATIVITY

INTERDEPENDENCE

# KNOWLEDGE OBJECTIVES

## LEVEL 7

## CONCEPTS

continued

7

2. Describes ways beliefs and values are transmitted between cultures.

*DIFFUSION  
INTERDEPENDENCE*

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

*CULTURAL TRAITS  
ETHNICITY*

*CUSTOMS  
TRADITIONS*

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

*CONFLICT  
CUSTOMS  
TRADITIONS  
CULTURAL ISOLATION*

*DIFFUSION  
INTERDEPENDENCE  
MODERNIZATION*

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

*CUSTOMS  
TRADITIONS  
TRAITS  
BELIEFS*

# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

8

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.

NATION  
GOVERNMENT  
COMMUNITY

2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).

CULTURE  
ETHNOCENTRISM  
RADICAL  
MODERATE

CONSERVATIVE  
REACTIONARY  
BELIEFS

3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.

SECURITY  
PROTECTION/DEFENSE  
FREEDOM  
EQUALITY

RIGHTS  
IDENTITY  
EDUCATION  
CHANGE

4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.

TRADITIONS  
RIGHTS  
FREEDOM  
EQUALITY  
LAW/ORDER

JUSTICE  
BELIEFS/IDEALS  
GENERAL WELFARE  
UNIONS

5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

ETHNIC GROUPS  
BELIEFS

# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

URBAN/RURAL  
URBANIZATION  
SUBURB

NATION  
TIME  
CHANGE

- B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

COMPROMISE  
COMMUNITY  
RESPONSIBILITY  
CONFORMITY/DIVERSITY  
OBLIGATIONS

FREEDOM  
ETHNOCENTRISM  
IMMIGRATION  
DIFFUSION  
CULTURAL ISOLATION

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

EXPANSION  
CHANGE  
INVENTION  
DISCOVERY

REVOLUTION  
TECHNOLOGY  
CHRONOLOGY

3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.

MIGRATION  
IMMIGRATION  
TECHNOLOGY  
REVOLUTION

DISCOVERY  
CHANGE  
TIME

4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.

MIGRATION; IMMIGRATION; EXPANSION; REVOLUTION;  
URBANIZATION; COMMUNICATION; TRANSPORTATION

5. Describes some factors that might promote or inhibit change.

MAJORITY/MINORITY; TRADITION; ETHNOCENTRISM;  
ENVIRONMENT; AUTHORITY; POWER; INSTITUTIONS

6. Describes some effects of population density and growth on the way people live.

URBANIZATION; CONFLICT; CAUSE/EFFECT; WORK;  
DENSITY; INDUSTRIALIZATION



# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

GOODS AND SERVICES  
MARKET  
CAPITAL RESOURCES

ENVIRONMENT  
INSTITUTIONS  
CONSERVATION

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

MAJORITY  
MINORITY  
MIGRATION

CONFLICT  
CHANGE  
DIVERSITY

- C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

1. Identifies the major features of the physical environment.

NATURAL RESOURCES  
ENVIRONMENT

PHYSICAL FEATURES  
POLITICAL BOUNDARIES

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

NATURAL RESOURCES  
CAUSE/EFFECT  
URBANIZATION

CHANGE  
TIME  
TECHNOLOGY

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

DISCOVERY  
CHANGE  
WORK  
DIVERSITY

GOODS & SERVICES  
NATURAL RESOURCES  
HUMAN RESOURCES  
CAPITAL RESOURCES

INDUSTRY  
POLLUTION

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

INDUSTRY  
CHANGE

POLLUTION  
UNIONS

- D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these



# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

decisions; describes how these decisions have affected individual behavior.

POWER  
RIGHTS  
REPRESENTATIVE

GOVERNMENT  
CONFLICT

RESPONSIBILITY  
COMPROMISE  
RULES/LAW

2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.

NATURAL RESOURCES  
INDUSTRIALIZATION  
CAPITAL  
UNIONS  
WORK

CORPORATION  
COST  
DISCOVER  
EXPANSION  
MARKET TECHNOLOGY

3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.

WORK  
POLLUTION  
WELFARE

URBANIZATION  
EDUCATION

4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.

EDUCATION  
SOCIALIZATION

5. Demonstrates knowledge of the reasons for rules and laws within a society.

RULES  
LAWS

JUSTICE  
FREEDOM

EQUALITY

6. Describes some of the reasons why people form governments.

JUSTICE  
EQUALITY

FREEDOM  
RIGHTS

CONFLICTS

7. Identifies the structure and function of government within their school and community.

EXECUTIVE  
LEGISLATIVE

JUDICIAL  
COMPROMISE

8. Explains the formal and informal relationships among the branches of the federal government.

EXECUTIVE; LEGISLATIVE; JUDICIAL; FEDERALISM;  
COMPROMISE; OBLIGATIONS; RIGHTS; DEMOCRACY;  
CONSTITUTION; FEDERATION

9. Identifies the relationships among local, state and national governments in terms of decision-making.

FEDERALISM; COMPROMISE; MAJORITY/MINORITY;  
LIBERTY; EQUALITY; DEMOCRACY; CONSTITUTION;  
INTERDEPENDENCE

# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

REVOLUTION  
COMPROMISE

REPRESENTATION  
CHANGE

11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.

ETHNICITY  
MINORITY GROUPS

12. Identifies and explains factors affecting political decision-making by elected officials.

COMPROMISE  
JUSTICE

RIGHTS  
REBELLION

13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.

COMPROMISE  
INSTITUTIONS  
DIVERSITY  
EXPANSION  
MIGRATION  
NATURAL RESOURCES

14. Identifies and explains some of the political and economic interactions among nations.

TRADE  
COMPROMISE

MIGRATION  
IMMIGRATION

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

WAR  
TRADE  
TRADITIONS

RULES  
LAWS  
RIGHTS

POLITICS  
POLITICAL PREFERENCE  
TAXATION

2. Describes ways people react to conflict in family, peer, school, community and national situations.

COMPROMISE  
COOPERATION  
FEDERALISM

DEMOCRACY  
ETHNIC ISOLATION  
DIFFUSION

# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.

COMPROMISE  
COOPERATION  
ETHNIC DIFFUSION

ISOLATION  
FEDERALISM  
DEMOCRACY

4. Explains how conflict may affect relationships between individuals and between groups of people.

WAR  
REVOLUTION  
CIVIL DISOBEDIENCE

ISOLATION  
DIFFUSION

5. Suggests constructive ways of handling conflict situations.

COMPROMISE  
COOPERATION

DIFFUSION  
INTERDEPENDENCE

- F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.

1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.

FREEDOM  
EQUALITY  
JUSTICE  
RESPONSIBILITY

RIGHTS  
BELIEFS  
VALUES

2. Describes ways people express their feelings and preferences for objects and ideas.

IMMIGRATION  
MIGRATION

VIOLENCE  
CIVIL DISOBEDIENCE

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

IDEOLOGIES

TRADITIONS

- G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.

ETHNOCENTRISM  
TRADITIONS  
IDEOLOGIES

COMMUNICATION  
TRANSPORTATION

# KNOWLEDGE OBJECTIVES

## LEVEL 8

## CONCEPTS

continued

8

2. Describes ways beliefs and values are transmitted between cultures.

*IMMIGRATION; MIGRATION; TRADITION; EXPANSION;  
TECHNOLOGY; COMMUNICATION; TRANSPORTATION*

- H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

*JUSTICE  
EQUALITY  
FREEDOM  
LIBERTY*

*CONFLICT  
ISOLATION*

*COMPROMISE  
COOPERATION*

# KNOWLEDGE OBJECTIVES

## LEVEL 9

### CONCEPTS

9

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

*ETHNIC GROUPS  
URBANIZATION  
MIGRATION*

*SOCIALIZATION  
POLITICAL GROUPS  
URBAN SUB-CULTURE*

*ALLEGIANCE  
CITIZENSHIP  
CULTURAL TRADITIONS*

*MINORITY GROUP  
PHILOSOPHY OF WELFARE*

*FAMILY ROLES  
JUVENILE STATUS  
EVOLUTION OF WELFARE*

*SPHERE OF INFLUENCE  
GENERATION GAP  
EXTENDED FAMILY*

*WELFARE  
INCOME DISTRIBUTION  
REPRESENTATION  
POLITICAL JURISDICTION*

*METROPOLITAN GOVERNMENT  
PROCESS OF LAW  
CONSUMER PROTECTION*

# KNOWLEDGE OBJECTIVES

## LEVEL 9

## CONCEPTS

continued

9

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

GHETTO CONGESTION  
PATTERNS OF URBAN SETTLEMENT MEGALOPOLIS  
PATTERNS OF RURAL SETTLEMENT

- B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.
4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.
5. Describes some factors that might promote or inhibit change.
6. Describes some effects of population density and growth on the way people live.

SOCIETY/CRIME; DISCRIMINATION; ALLEGIANCE;  
PURITANISM; AFFLUENCE/POVERTY; PUBLIC APATHY;  
COMPROMISE CONSENSUS; POLITICAL POWER;  
ORGANIZING FOR COURT PROCEDURES; CONSUMER  
PROTECTION; CRIMES AND PUNISHMENTS;  
ADVERTISING TECHNIQUES; DECEPTIONS

ETHNIC GROUPS

URBANIZATION

ETHNICITY

SOCIO/ECONOMIC CONFLICTS

CONGESTION URBAN SPRAWL PLANNING  
PHYSICAL CROWDING REGULATION POLLUTION

# KNOWLEDGE OBJECTIVES

## LEVEL 9

### CONCEPTS

continued

9

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

DISCRIMINATION

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

ETHNIC DIFFUSION

- C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

1. Identifies the major features of the physical environment.

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

ADAPTATION

ECOLOGY

POLLUTION/CONTROL

HABITAT UTILITY

MAGNETISM

CONFLICTS IN RESOURCE USE

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

MULTIPLE USE OF RESOURCES

ECONOMIC CONSUMPTION

WASTE MANAGEMENT

WATER BALANCE

RIVER FLOW

POLLUTANTS

GROWTH

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

TECHNICAL, POLITICAL, SOCIAL, ECONOMIC SOLUTIONS

CONSERVATION

SOCIAL COSTS

MAN'S USE OF FLOOD PLAINS

- D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home in school, and in peer groups which affect the individual; identifies who makes these



# KNOWLEDGE OBJECTIVES

## LEVEL 9

## CONCEPTS

continued

9

decisions; describes how these decisions have affected individual behavior.	SELF-CONCEPT GOALS AND IDEALS BUDGETING
2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.	GNP DEPRESSION RECESSION
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.	PUBLIC AND PRIVATE INTEREST BUSINESS CYCLE TRANSPORTATION/COMMUNICATION
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.	LEGISLATIVE FUNCTION LEGISLATIVE PROCESS CREDIT/CHARGE ACCOUNT INSTALLMENT/REVOLVING CREDIT
5. Demonstrates knowledge of the reasons for rules and laws within a society.	FAIR BARGAINS, REPOSSESSIONS BREACH OF CONTRACT BUYER-SELLER
6. Describes some of the reasons why people form governments.	DISCRIMINATION AFFLUENT MIDDLE CLASS POOR POWER POVERTY CYCLE ESTABLISHMENT WELFARE
7. Identifies the structure and function of government within their school and community.	PROMISES/VERBAL/WRITTEN/IMPLIED; FRAUDULENT PRACTICES; BUYER/SELLER; WELFARE; FAIR BARGAINS; INTEREST/SIMPLE/UNPAID BALANCE/ADD-ON/DISCOUNT
8. Explains the formal and informal relationships among the branches of the federal government.	EQUAL OPPORTUNITY PROCESS OF LAW
9. Identifies the relationships among local, state and national governments in terms of decision-making.	PUBLIC RIGHTS CRIMINAL PROCEDURE JUDICIAL REVIEW CONSENSUS COMPROMISE
	METROPOLITAN GOVERNMENT GOVERNMENTAL DUPLICATION LEGISLATIVE FUNCTION/PROCESS



# KNOWLEDGE OBJECTIVES

## LEVEL 9

## CONCEPTS

continued

9

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.
11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.
12. Identifies and explains factors affecting political decision-making by elected officials.
13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.
14. Identifies and explains some of the political and economic interactions among nations.

*EQUALITY OF REPRESENTATION  
SPHERE OF INFLUENCE*

*URBAN SUBCULTURE  
PHYSICAL CROWDING  
SECURITY INTEREST  
PHYSICAL CROWDING*

*EVOLUTION OF WELFARE  
AFFLUENCE  
PATTERNS OF URBAN SETTLEMENT*

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

*CONFLICT  
GROUPS  
SOCIAL DARWINISM  
MINORITY GROUPS*

2. Describes ways people react to conflict in family, peer, school, community, and national situations.

*CONFLICT  
COMPROMISE*

*COOPERATION  
APPEASEMENT (GIVE UP)*

# KNOWLEDGE OBJECTIVES

## LEVEL 9

## CONCEPTS

continued

9

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.

COMPROMISE  
LEGAL SYSTEM/PROCESS  
ADAPTATION

FAMILY ROLES  
WELFARE  
COOPERATION

4. Explains how conflict may affect relationships between individuals and between groups of people.

FAMILY ROLES  
PEER GROUP  
STATUS

DISCRIMINATION  
OBLIGATION

5. Suggests constructive ways of handling conflict situations.

COMPROMISE; PEER GROUP; PHILOSOPHY OF WELFARE;  
INTEREST GROUPS; POWER COURTS; COOPERATION

- F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.

1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.

TRADITIONS  
GOALS  
IDEALS

STATUS  
CHANGE  
TIME

2. Describes ways people express their feelings and preferences for objects and ideas.

COMPROMISE  
IDOLIZATION  
ADAPTATION

CONSENSUS  
ALLEGIANCE  
AFFLUENCE

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

BELIEFS  
LIFE STYLE

- G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.

BELIEFS/POLITICAL/SOCIAL/ECONOMIC  
COMMUNICATION  
TRANSPORTATION  
ADAPTATION

# KNOWLEDGE OBJECTIVES

## LEVEL 9

### CONCEPTS

continued

9

2. Describes ways beliefs and values are transmitted between cultures.

*DIFFUSION*  
*INTERDEPENDENCE*

- H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

*MIDDLE CLASS*  
*MINORITY GROUPS*  
*OBLIGATIONS*  
*GOALS AND IDEALS*  
*ALLEGIANCE*

*MINORITY GROUPS*  
*GOALS AND IDEALS*  
*DISCRIMINATION*  
*COOPERATION*

*EQUAL OPPORTUNITY*  
*GOALS AND IDEALS*  
*DISCRIMINATION*  
*COOPERATION*  
*LEGAL SYSTEM*

# SKILL & PROCESS OBJECTIVES

## LEVEL 7-9

7

8

9

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, surveys, statistical data, experiments, systematic observation, case studies, personal experience, fiction, radio, television, artistic representations).
2. Distinguishes between relevant and irrelevant sources.
3. Distinguishes between reliable and unreliable sources.

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
2. Develops questions appropriate for obtaining information sources.

# SKILL & PROCESS OBJECTIVES

## LEVEL 7-9

continued

7

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3. Record observations and information obtained from sources.

4. Identifies points of agreement and disagreement among the sources.

5. Evaluates the quality of the available information.

E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Identifies central elements in information.

2. Classifies information.

3. Distinguishes statements of fact from statements of opinion.

4. Distinguishes statements of inference from statements of fact.

5. Identifies stated opinions, biases, and value judgments.

6. Differentiates between points of view.

7. Recognizes logical errors.

8. Recognizes inadequacies or omissions in information.

9. Makes inferences from data.

10. Identifies cause and effect relationships.

# SKILL & PROCESS OBJECTIVES

## LEVEL 7-9

continued

7

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11. Recognizes interrelationships among concepts.	←		→
12. Summarizes information.	←		→
F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.	←		→
G. Validates outcome of investigation			
1. Tests solutions to problem or issue when possible.	←		→
2. Modifies solutions in light of new factors or considerations.	←		→
3. Analyzes trends and modifies predictions when necessary.	←		→
H. Appraises judgments and values that are involved in the choice of a course of action.			
1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.	←		→
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.			←→
3. Applies the established criteria to actual and projected consequences of a proposed course of action.			←→
4. Selects and defends a position or course of action consistent with the established criteria.			←→

# AFFECTIVE OBJECTIVES

## LEVEL 7-9

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III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive selfconcept.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies the characteristics of the individuals, groups, institutions or associations with which one identifies.
2. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.
2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.

# AFFECTIVE OBJECTIVES

## LEVEL 7-9

continued

7

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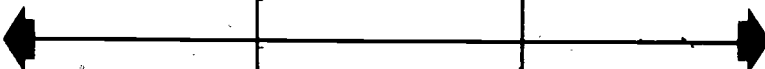
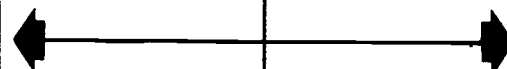
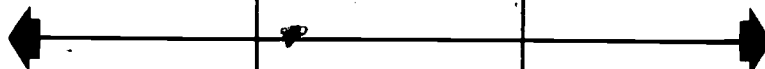
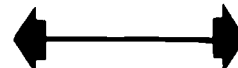
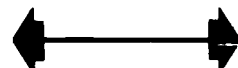
9

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
4. Recognizes the societal barriers to full development that may exist.
5. Suggests ways of maximizing one's effectiveness.

D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and preferences about people, beliefs and ways of life.
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Identifies and gives reasons for one's own criteria for judgement of beliefs and actions of other people.





# AFFECTIVE OBJECTIVES

## LEVEL 7-9

continued

	7	8	9
4. Demonstrates a growing awareness of responsibility for his own behavior.	←		→
5. Demonstrates awareness of one's own acts and of how they affect others.	←		→
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.			←→
7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.			←→
8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.			←→
E. Develops the human relations skills and attitudes to communicate and interact with others.			
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.	←		→
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.	←		→

# AFFECTIVE OBJECTIVES

## LEVEL 7-9

continued

	7	8	9
3. Encourage others to express their feelings and opinions.	←		→
4. Demonstrates understanding of others' viewpoints and feelings.	←		→
5. Asks for clarifications and elaboration of ideas of others.	←		→
6. Provides emotional and intellectual support for others.	←		→
F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.			
1. Expresses an interest in the physical, intellectual and social conditions of human beings.	←		→
2. Suggests ways society can help improve the condition of human beings.	←		→
3. Suggests ways one can personally and practically help in improving the conditions of human beings.	←		→
G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.			
1. Demonstrates respect for the rights of other people and indicates why such respect is important.	←		→

# AFFECTIVE OBJECTIVES

## LEVEL 7-9

continued

7

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9

2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important.

4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

I. Is developing a positive feeling about one's self.



# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

## CONCEPTS

### INSTRUCTIONAL OBJECTIVES

### Anthropology

### Economics

### Geography

- I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations.

#### A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).
3. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.

ETHNIC GROUPS  
CULTURE GROUPS  
FAMILY  
NUCLEAR/EXTENDED  
FAMILY  
KINSHIP  
SOCIAL CENTER

GENETIC TRAITS  
ETHNOCENTRIC  
COMMUNITY  
ACCULTURATION  
CUSTOMS/TRAITS

LABOR UNIONS  
CONSUMERS  
CORPORATE  
STRUCTURE

CONSUMERS  
UNIONS  
CORPORATIONS  
COOPERATIVES

SOCIAL/ECONOMIC  
STRUCTURE.

## History

## Political Science

## Psychology

## Sociology

COMMUNITY  
FAMILY

POLITICAL PARTIES  
UNIONS  
LOBBIES  
MAJORITY  
MINORITY

FORMAL/INFORMAL GROUPS  
SPECIAL BEING  
CONFORMITY

SOCIAL CLASSES  
SOCIETY  
CLUBS  
ORGANIZATIONS

INTERDEPENDENCE  
TRADITION

RACIAL/ETHNIC GROUPS  
VALUES  
CULTURE  
CUSTOMS  
SACRED/SECULAR  
SOCIETIES  
SOCIAL CONTROL  
NORMS  
ROLES  
CUSTOMS  
SANCTIONS  
LEADERSHIP

CUSTOMS/TRADITION  
EDUCATION  
CULTURE/DEFENSE

DECISION-MAKING  
RIGHTS  
CHANGE

SECURITY  
COOPERATION/CONFLICT  
BEHAVIOR MODIFICATION/SOCIAL CODES

# KNOWLEDGE OBJECTIVES

## CONCEPTS

### LEVEL 10-12

continued

Anthropology

Economics

Geography

4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.

5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

B. Requires knowledge about the relationships between human beings and social environment; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

SOCIAL INSTITUTION.  
AUTHORITY  
SPECIALIZATION  
DIVISION OF  
LABOR

SOCIALIZATION  
CONFLICT  
COOPERATIVE  
LEADERSHIP  
BEHAVIOR NORMS  
ROLES  
DIFFUSION  
LANGUAGE  
RELIGION

FINANCIAL INSTITUTIONS:  
PUBLIC/PRIVATE

NEEDS  
WANTS  
RESOURCES  
SCARCITY

SACRED/SECULAR  
SOCIETIES

ADVERTISING

CHANGE  
RATE  
TIME

CITIES; VILLAGES  
URBANIZATION  
DENSITY  
MODERNIZATION  
AREAL ASSOCIATION

History	Political Science	Psychology	Sociology
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DECISION-MAKING  
RULES/LAWS

POWER/AUTHORITY  
STATUS  
DEFENSE  
COOPERATION  
CONFLICT  
COOPERATION

SACRED/SECULAR  
SOCIETIES

SCHOOL  
RULES/LAWS  
POWER

LEARNING  
CONDITIONING  
ADAPTATION

INDIVIDUAL UNIQUENESS  
DEFENSE MECHANISM  
BEHAVIOR  
VALUES  
ADAPTATION  
STIMULUS/RESPONSE  
HABIT

SOCIAL SKILLS  
BEHAVIOR MODIFICATION  
PERCEPTION  
SELF-ACTUALIZATION  
VALUES  
MATURATION/LEARNING

SOCIAL INSTITUTIONS  
SOCIAL ORDER  
LEADERSHIP  
LAWS  
INFLUENCE  
POWER

MORES  
FOLKWAYS  
SOCIAL MOVEMENT  
DIVERSITY

URBANIZATION  
MIGRANT MOBILITY  
POPULATION DENSITY  
RURAL/URBAN

CUSTOM  
LAWS  
POWER  
AUTHORITY  
CONTROL  
STATUS  
DISCRIMINATION

INCULTURATION.

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

## CONCEPTS

continued

Anthropology

Economics

Geography

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.

4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.

5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social life.

6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.

7. Describes and evaluates some of the effects of population density and growth on the way people live.

8. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

9. Gives examples of some effects on social institutions that may result from contact between cultures.

EVOLUTION  
REVOLUTION  
AGRICULTURE  
DOMESTICATION  
TIME

CULTURE  
CONTACT  
CONQUEST  
MIGRATION  
TRADE

ISOLATION  
CULTURAL LAG

CHANGE  
DIVERSITY

INDIVIDUAL  
INVENTOR  
VIS-A-VIS  
CORPORATE  
STATE

EXCHANGE ECONOMY  
MARKET  
MARKET ECONOMY  
FREE ENTERPRISE

DISTRIBUTION -  
IMPORT EXPORT -  
TRADE

SOCIO-ECONOMIC  
STRUCTURE  
INSTITUTIONS -  
GOVERNMENT  
PRIVATE ECONOMIC  
ADVANTAGE

DISTRIBUTION  
OUTPUT  
NECESSITY  
LUXURY

TECHNOLOGY  
MODERNIZATION

TECHNOLOGY-  
URBANIZATION  
MODERNIZATION

MIGRATION  
TRANSPORTATION  
COMMUNICATION  
DIFFUSION

TECHNOLOGY  
MODERNIZATION

TECHNOLOGY  
DIFFUSION  
PHYSICAL  
BARRIERS  
PHYSICAL  
FEATURES

CLIMATE; DENSITY  
SPATIAL  
DISTRIBUTION

ENVIRONMENT -  
CITY  
TECHNOLOGY

DIFFUSION  
TRANSMISSION  
RATE  
COMMUNICATION



History	Political Science	Psychology	Sociology
<p>"PROGRESS" TECHNOLOGY ENCULTURATION</p> <p>INDUSTRIAL REVOLUTION CONQUEST COLONIZATION "PROGRESS"</p> <p>COMMUNICATION- REVOLUTION COLONIZATION MIGRATION/IMMIGRATION</p> <p>INDUSTRIAL REVOLUTION INVENTION</p> <p>CUSTOMS/TRADITIONS INSTITUTIONS RULES/LAWS</p> <p>URBANIZATION INTERDEPENDENCE</p> <p>FREE ENTERPRISE WELFARE CONSERVATION</p> <p>CHANGE TOLERANCE INSTITUTIONS COOPERATION "PROGRESS" ENCULTURATION</p>	<p>LEADERS INVENTION</p> <p>REVOLUTION</p> <p>COMMUNICATION IMPERIALISM TRADE COOPERATION</p> <p>AGENTS OF SOCIAL CHANGE</p>	<p>SCIENTIFIC METHODS</p> <p>INTELLIGENCE BEHAVIOR MODIFICATION ADAPTATION</p>	<p>MATERIAL/NON-MATERIAL CULTURE CULTURAL BORROWING</p> <p>COMMUNICATION MOBILITY SOCIAL INTERACTION SOCIAL MOVEMENT</p> <p>SCIENTIFIC METHODS</p> <p>CONFORMITY SOCIAL DISORGANIZATION</p> <p>PRIMARY GROUP SECONDARY GROUP SPECIALIZATION</p> <p>CULTURAL DIFFUSION DIVERSITY CONFLICT</p>

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued

Anthropology

Economics

Geography

10. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture.

C. Acquires knowledge about the relationship between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world.

2. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.

3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies.

ENVIRONMENT  
INTERDEPENDENCE

ADAPTATION  
CULTURE CONTACT  
CULTURAL  
DIFFUSION

MATERIAL CULTURE  
AGRICULTURE  
DOMESTICATION

RESOURCES--RAW  
MATERIAL  
CAPITAL  
MARKETS

PRODUCTION  
INDUSTRIALIZA-  
TION  
SPECIALIZATION

INDUSTRIALIZA-  
TION  
SPECIALIZATION  
EXCHANGE--TRADE  
INCOME DISTRI-  
BUTION

PHYSICAL  
FEATURES  
REGIONS  
CLIMATE  
MAPS  
PROJECTIONS  
OCEAN CURRENTS

LAND USE PATTERN  
URBANIZATION  
SPATIAL INTER-  
ACTION  
AREAL ASSOCIA-  
TION

TECHNOLOGY  
URBANIZATION  
COMMUNICATION  
TRADE  
LAND USE  
PATTERNS

LAND USE PATTERN  
MODERNIZATION  
AREAL ASSOCIA-  
TION  
TECHNOLOGY

History

Political  
Science

Psychology

Sociology

STOMS  
ADDITIONS  
LTURE  
GRATION/IMMIGRATION  
EFUSION

SOCIAL INTERACTION

OGRESS

ENVIRONMENTAL FACTORS  
VALUES

LLUTION  
NSERVATION

PRODUCTION - CONTROL

NSERVATION  
EE ENTERPRISE  
PITALISM

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued . .

Anthropology

Economics

Geography

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, in peer groups, or at work which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior.
2. Identifies decisions made about the production and distribution of goods in community, state, nations and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects on these decisions.
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.
5. Demonstrates knowledge of the reasons for rules and laws within a society.

SANCTIONS  
ROLES  
NORMS

SPECIALIZATION  
DIVISION OF  
LABOR

PRODUCTION DISTRIBUTION;  
EXCHANGE; FREE ENTERPRISE SYSTEM;  
DIVISION OF LABOR; MARKET OUTPUT;  
SUPPLY-DEMAND; OWNERSHIP;  
BUYING; SELLING. DISTRIBUTION;  
SUPPLY/DEMAND CONTROLS;  
TARIFFS; SUBSIDY/TAX; LAISSE-FAIRE MONOPOLY.

CONTROLS  
SUBSIDY  
TAXES  
PATENT  
COPYRIGHT  
LIVING STANDARD  
MONOPOLY

SANCTIONS  
AUTHORITY

History

Political  
Science

Psychology

Sociology

RULES  
LEADERSHIP

DECISION-MAKING  
LEADERS

TRADE  
INTERDEPENDENCE  
COOPERATION

TRADE  
COOPERATION

TESTS/MEASUREMENTS  
PREDICTION - CONTROL

INSTITUTIONS  
WELFARE

DECISION-MAKING

VALUES  
INTERDEPENDENCE

LOBBIES  
INFLUENCE  
CONSUMER ORGANIZA-  
TIONS

HUMAN  
ECOLOGY

RULES  
LAW  
CUSTOMS  
TRADITIONS

ANARCHY  
RULES  
LAWS

NORMS  
SANCTIONS

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued

Anthropology

Economics

Geography

6. Describes some of the reasons why people form governments.
7. Identifies the structure and function of government within their school and community.
8. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making.
9. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making.
10. Identifies the changing relationships in the division of power between local, state and national governments and analyzes some effects these relationships have on the decision-making process.
11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process.
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made.

CULTURE  
CONTACT  
LEADERSHIP

RULES  
AUTHORITY  
SANCTIONS

U.S. TREASURY  
FEDERAL RESERVE  
SYSTEM;  
CONGRESS; FDIC;  
COUNCIL OF  
ECONOMIC  
ADVISORS  
DEPT. OF LABOR

GOV  
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History	Political Science	Psychology	Sociology
GOVERNMENT RIGHTS	GOVERNMENT INTERDEPENDENCE DEFENSE SOVEREIGNTY REPRESENTATION		SOCIAL ORDER
GOVERNMENT CUSTOMS TRADITIONS	RIGHTS DUE PROCESS SUFFRAGE		
RIGHTS INSTITUTION	CHECKS/BALANCES COMMITTEE ETHICS POLITICAL PARTIES		
DEMOCRACY	FEDERALISM POWER		
FEDERALISM	LOBBIES INFLUENCE/POWER CLASS STRUCTURE		
INTEREST GROUPS	DECISION-MAKING POWER/INFLUENCE COOPERATION REPRESENTATION SUFFRAGE		
INTEREST GROUPS NEW			

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued

Anthropology

Economics

Geography

13. Identifies situations (e.g., home, school, peer groups, community, national, international) where individual or group participation in decision-making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.

14. Identifies and explains factors affecting political decision-making by elected officials.

15. Identifies some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values) that make political and economic decision-making processes difficult and uncertain.

16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.

17. Identifies major facts which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process.

INFLATION  
DEPRESSION  
DEFLATION  
GROWTH  
RECESSION

FREE ENTERPRISE  
SYSTEM  
SOCIALISM  
CAPITALISM  
FACISM

RESOURCES;  
SKILLS; CAPITAL;  
LABOR; SCARCITY;  
NEEDS/WANTS;  
SOCIALISM;  
CAPITALISM.



## History

## Political Science

## Psychology

## Sociology

INSTITUTIONS  
CUSTOMS  
TRADITIONS

CORRUPTION  
COMMUNICATION  
POWER  
REPRESENTATION

MULTIPLE CAUSATION  
ALTERNATIVE RESPONSE

TIME  
DECISION-MAKING  
DATA

COMPROMISE  
OBLIGATION  
LOBBIES; ETHICS  
CONSTITUENTS  
SOCIO-ECONOMIC  
STRUCTURE

DATA  
TIME

COMMUNICATION  
CONFLICT  
INFORMATION  
TIME  
SOCIO-ECONOMIC  
STRUCTURE

IDEOLOGY  
GOVERNMENT

TOTALITARIANISM  
DEMOCRACY; POLITICAL  
SYSTEMS; RIGHTS;  
FREEDOM; ECONOMIC  
SYSTEMS;  
IDEOLOGY;  
RESPONSIBILITIES

NATURAL RESOURCES  
DIFFUSION  
COMPROMISE

CHANGE  
INTERDEPENDENCE  
INDUSTRIAL  
POST-INDUSTRIAL STATE

# KNOWLEDGE OBJECTIVES

## CONCEPTS

### LEVEL 10-12

continued

Anthropology

Economics

Geography

18. Identifies and explains some of the political and economic interactions among nations.

IMPORT-EXPORT;  
CUSTOMS; TRADE;  
TRANSPORTATION;  
BALANCE OF TRADE

19. Identifies some systems that various nations have developed to involve the general population in decision-making and describes how these systems have evolved over time.

SOCIALISM  
CAPITALISM  
COMMUNISM

20. Explains how an analysis of the political and economic decision-making processes employed in the past can help in making decisions about the future.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Identifies potential sources of conflict in groups (e.g., family, peer, school, community, national and international).

2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.

History	Political Science	Psychology	Sociology
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WAR/CONFLICT;  
ALLIANCES; TRADE;  
COLONIZATION;  
IMPERIALISM; COMPRO-  
MISE; COOPERATION

POLITICAL PARTIES  
TRADITION  
INFLUENCE

HISTORY  
CHANGE  
ROLE  
POLITICAL PARTIES

CONFLICT

CONFLICT/WAR  
SELF-INTEREST  
POWER  
ETHNOCENTRISM  
CUSTOMS  
TRADITIONS

CONFLICT/WAR  
DEFENSE; COOPERATION  
ALLIANCES  
DIPLOMACY  
BOUNDARIES

DEMOCRACY  
POLITICAL SYSTEMS  
CHANGE  
PROPAGANDA  
REPRESENTATION

CHANGE  
THEORY  
PROPAGANDA

CONFLICT  
LOBBIES  
IDEOLOGIES  
POWER  
SOCIO-ECONOMIC STRUC-  
TURE

POWER  
IDEOLOGIES  
WAR; COOPERATION  
ALLIANCES; RIGHTS  
COMPETITION  
IMPERIALISM  
NATIONALISM  
REVOLUTION

SELF-ESTEEM  
DEVIANT BEHAVIOR  
PERSONALITY  
SOCIAL CODES  
INSTINCT

# KNOWLEDGE OBJECTIVES

## CONCEPTS

### LEVEL 10-12

continued

Anthropology

Economics

Geography

3. Identifies ways people react to conflict in family, peer, school, community, national and international situations and evaluates those reactions.

4. Identifies ways conflict has been handled in family, peer, school, community, national, and international situations and evaluates the methods used in handling such conflict.

5. Explains how conflict may affect relationships between individuals and between groups of people.

6. Suggests constructive ways of handling conflict situations.

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

1. Identifies objects, feelings and ideas important to people in different places and at different times and explains why some things are valued more in some places and times than in others.

2. Describes ways people express their feelings and preferences for objects and ideas.

History	Political Science	Psychology	Sociology
NATIONALISM POWER PEASEMENT EMISSION LIANCES OPERATION	WAR COOPERATION ALLIANCES APATHY NATIONALISM ETHNOCENTRISM	MATURATION LEARNING	
EMISSION PEASEMENT R OPERATION EVOLUTION MPROMISE	POWER DIPLOMACY DUE PROCESS		
LIANCES	CHANGE LEADERSHIP		
OPERATION MPROMISE	DECISION-MAKING CONFLICT MANAGEMENT		
REGIONALISM ECTIONALISM ROVINCIALISM RBANIZATION	IDEOLOGIES SOCIETY RELIGION		
REGIONALISM ECTIONALISM ROVINCIALISM	RULES/LAW COMMUNICATION CONSUMER ACTION POLITICAL DEMONSTRATION GRIEVANCE	STIMULUS/RESPONSE SENSES EMOTION	

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued

Anthropology

Economics

Geography

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in another society.

2. Describes ways beliefs and values are transmitted between cultures.

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

DIFFUSION  
DISPERSION  
AREAL ASSOCIA-  
TION  
RATE - TIME

INTERACTION  
CHANGE

**Political  
Science**

**Psychology**

**Sociology**

TRADITION  
COOPERATION  
COMMUNICATION  
DECISION-MAKING

TRADE  
PROPAGANDA  
COMMUNICATION

IDEOLOGIES  
RELIGION  
SOCIAL-ECONOMIC  
STRUCTURE

STATE

INDIVIDUALITY  
BEHAVIOR

# KNOWLEDGE OBJECTIVES

## LEVEL 10-12

### CONCEPTS

continued

Anthropology

Economics

Geography

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.



History	Political Science	Psychology	Sociology
NATIONALISM REGIONALISM PROVINCIALISM	IDEOLOGIES TOTALITARIANISM DEMOCRACY RELIGION SOCIO-ECONOMIC STRUCTURE		

# SKILL & PROCESS OBJECTIVES

## LEVEL 10-12

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Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

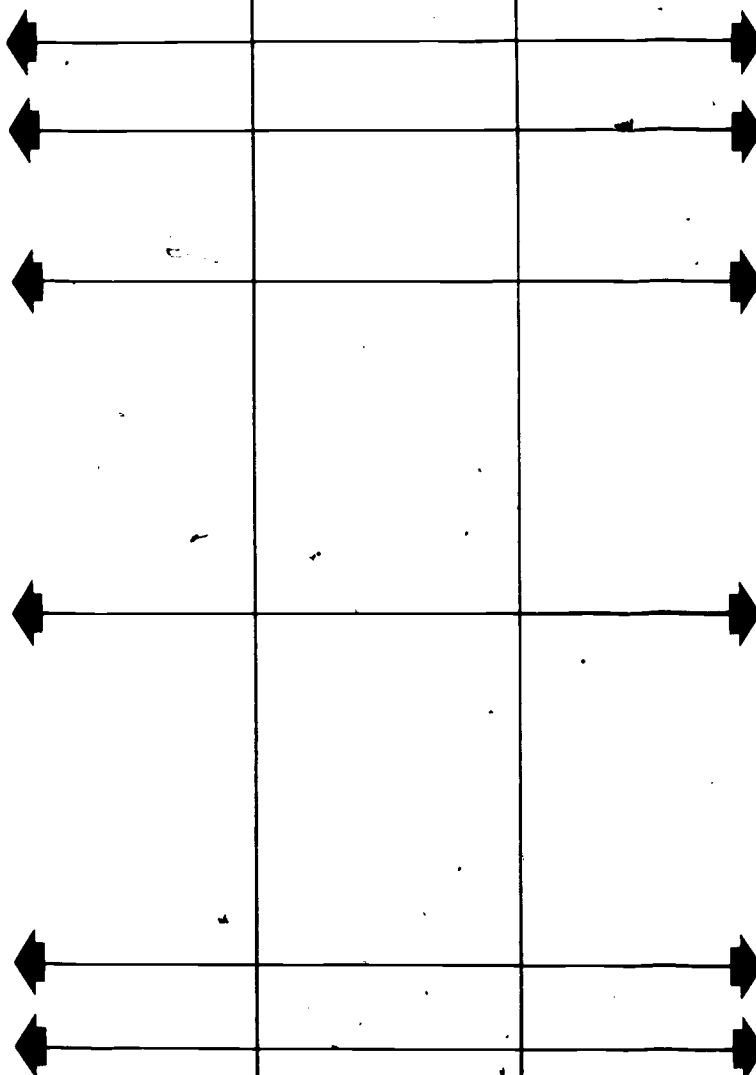
A. Identifies the central problem in a situation; identifies the major issue in a dispute.

1. Clarifies vague and ambiguous terminology.
2. Distinguishes among definitional, value, and factual issues in a dispute.

B. Applies divergent thinking for formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on a subject, reference works, maps, magazines, newspapers, fiction, radio, television interviews, surveys, experiments, statistical data, case studies, systematic observation, personal experiences, artistic representations, fiction).
2. Distinguishes between relevant and irrelevant sources.
3. Distinguishes between reliable and unreliable sources.



# SKILL & PROCESS OBJECTIVES

## LEVEL 10-12

continued

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D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
2. Develops questions appropriate for obtaining information from sources.
3. Record observations and information obtained from sources.
4. Identifies points of agreement and disagreement among the sources.
5. Evaluates the quality of the available information.

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E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Identifies central elements in information.
2. Classifies information
3. Distinguishes statements of fact from statements of opinion.
4. Distinguishes statements of inference from statements of fact.
5. Identifies stated opinions, biases and value judgments.
6. Differentiates between points of view.
7. Recognizes logical errors.
8. Recognizes inadequacies or omissions in information.
9. Makes inferences from data.
10. Identifies cause and effect relationships.
11. Recognizes interrelationships among concepts.
12. Identifies nature of sample.
13. Identifies stated and unstated assumptions.
14. Summarizes information.

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# SKILL & PROCESS OBJECTIVES

## LEVEL 10-12

continued

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F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validates outcome of investigation.

1. Tests solutions to problem or issue when possible.
2. Modifies solutions in light of new factors or considerations.
3. Analyzes trends and modifies predictions when necessary.

H. Appraises judgments and values that are involved in the choice of a course of action.

1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
3. Applies the established criteria to actual and projected consequences of a proposed course of action.
4. Selects and defends a position or course of action consistent with the established criteria.



# AFFECTIVE OBJECTIVES

## LEVEL 10 - 12

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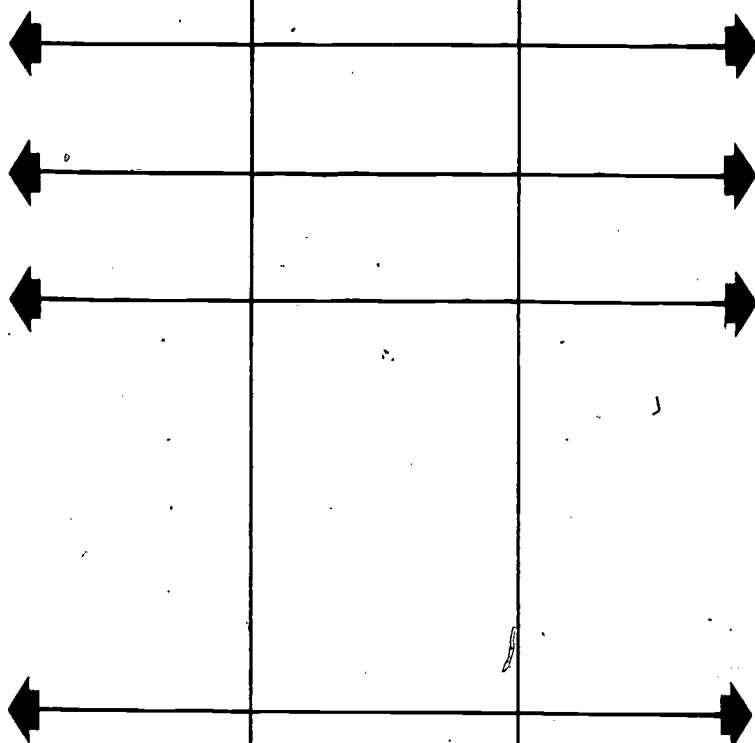
Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies the characteristics of the individuals, groups, institutions, or associations with which one identifies.
2. Identifies the characteristics of the groups, institutions or associations with which one identifies.
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies

B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.
2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.



# AFFECTIVE OBJECTIVES

## LEVEL 10 - 12

continued

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C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
4. Recognizes the societal barriers to full development that may exist.
5. Suggests ways of maximizing one's effectiveness.

D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and preferences about people, beliefs and ways of life.
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people and for judgment of own beliefs and actions.
4. Demonstrates a growing awareness of responsibility for his own behavior.
5. Demonstrates awareness of one's own acts and of how they affect others.

# AFFECTIVE OBJECTIVES

## LEVEL 10 - 12

continued

10

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6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.
7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.
8. Identifies alternative responses to a dilemma situation, considers the possible consequences of those responses and selects and defends a position.

E. Develops the human relations skills and attitudes to communicate and interact with others.

1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.
3. Encourage others to express their feelings and opinions.
4. Demonstrates understanding of others' viewpoints and feelings.

F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.

1. Expresses an interest in the physical, intellectual and social conditions of human beings.

# AFFECTIVE OBJECTIVES

## LEVEL 10 - 12

continued

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2. Suggests ways society can help improve the condition of human beings.
3. Suggests ways one can personally and practically help in improving the conditions of human beings.

G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.

1. Demonstrates respect for the moral and legal rights and basic freedoms of other people and indicates why such respect is important.
2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.
3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important.
4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school, in peer groups or at work.
2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.
3. Participates in social, political and economic activities carried on in own community.



# AFFECTIVE OBJECTIVES

## LEVEL 10 - 12

continued

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4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

I. Is developing a positive feeling about one's self.